



## PE Long Term Plan Cycles A and B

CYCLE A					
Year	Term	Unit / Programme of Study	National Curriculum	Key Concepts for progress	Vocabulary
Years 1 and 2	Autumn 1	Dance  'Toys' Twinkl Move Y2 Unit	<b>National Curriculum</b> <b>Links:</b> To perform dances using simple movement patterns	<b>Year 1</b> <ul style="list-style-type: none"> <li>• Move freely to music.</li> <li>• Move in the wider space recognising their personal space.</li> <li>• Move fast, slow, high and low.</li> <li>• Move with light and heavy movements.</li> <li>• Pretend to be an object and move with an object.</li> <li>• Copy, describe and repeat movements.</li> <li>• Change movements when prompted</li> <li>• make a shape.</li> <li>• Work on their own.</li> <li>• Perform a roll</li> <li>• Say if they like some music or a movement</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>• Make a contrasting shape and hold it</li> <li>• move in contrasting ways.</li> <li>• Dance in their personal space and in the wider space.</li> <li>• Improvise movement to communicate an idea.</li> <li>• Move to the rhythm of the music.</li> <li>• Put movement patterns together to create a dance motif.</li> <li>• Talk about how music and dancing makes them feel.</li> <li>• say what they like about their own and other's movements and how they could improve it.</li> <li>• work on their own, with a partner or a group</li> <li>• Change between fast, slow, light, heavy, high and low movements.</li> <li>• Remember and repeat movement patterns</li> <li>• Communicate an idea in different ways</li> <li>• Roll in different ways.</li> <li>• Move with coordination and control.</li> <li>• Move at high, low and medium levels</li> <li>• Move at fast, slow and intermediate speeds.</li> <li>• Move smoothly between movement patterns</li> </ul>	March single file formation about-turn synchronised unison rhythm clockwork tempo pulse dynamic mechanical startle reaction expression duet prop stretch elastic rebound, formation sticky man stretchy man



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Autumn 2	<p><b>Gymnastics</b></p> <p><b>'Landscapes and Cityscapes' Twinkl Move Unit, Y2</b></p>	<p><b>Gymnastics: Landscapes and Cityscapes</b></p> <p><b>National Curriculum Links:</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Rock or roll in a curled shape or long shape.</li> <li>• egg, log, teddy bear roll and forward roll from a crouched position</li> <li>• move from one roll into another roll and finish by standing</li> <li>• Make a shape and hold it.</li> <li>• Balance with support from a partner.</li> <li>• step on to a springboard.</li> <li>• jump</li> <li>• take their weight on their hands and feet with their stomach pointing towards the ground and move on their hands and feet;</li> <li>• copy a movement sequence of two movements</li> <li>• get into a plank position</li> <li>• perform and describe their movements.</li> <li>• Crab walk</li> <li>• Hurdle step on to a springboard</li> <li>• Do a supported handstand</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Balance in a shape and with a partner</li> <li>• Balance and take the weight on their hands and feet and move at different levels</li> <li>• Copy and create movement sequences with a clear start and finish</li> <li>• Move with agility, balance and coordination</li> <li>• Evaluate their own and other's work to improve</li> <li>• Compete with their classmates</li> <li>• describe and understand things we can do to stay healthy</li> <li>• say how they feel before, during and after exercise.</li> <li>• egg roll and come up to standing</li> <li>• sideways shoulder roll</li> <li>• forward roll without the head touching the mat</li> <li>• forward roll from standing or squat positions back to a standing or squat position</li> <li>• balance on one small point</li> <li>• Support a partner to balance</li> <li>• Straight jump and run and jump from a springboard</li> <li>• Move from a backwards bridge shape into a forwards bridge shape</li> </ul>	<p>Evaluate</p> <p>perform</p> <p>improve</p> <p>finalists</p> <p>control,</p> <p>coordination</p> <p>flow</p> <p>scissor kick</p> <p>handstand</p> <p>lunge</p> <p>bunny hop</p> <p>cartwheel</p> <p>momentum</p> <p>unbalanced</p> <p>crab walk</p> <p>bridge</p> <p>straight jump</p> <p>springboard</p> <p>hurdle step forward roll</p> <p>yoga</p> <p>pose</p> <p>egg roll</p> <p>log roll</p> <p>teddy bear roll</p> <p>finish</p> <p>sequence</p>



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				<ul style="list-style-type: none"> <li>Execute a full back bend bridge</li> <li>Do an unsupported handstand</li> <li>go from a handstand into a forward roll</li> <li>move into a handstand from different positions</li> </ul> <p>create a movement sequence that reflects a theme</p>	
Year 1 and 2	Spring 1	<p><b>Yoga</b></p> <p><b>'Salute to the Sun'</b></p> <p><b>Twinkl Move Y1 Unit</b></p>	<p><b>National Curriculum Links:</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Stretch their body up making it smoother with practise.</li> <li>Follow a sequence of movements.</li> <li>Move between poses while keeping balanced.</li> <li>Follow instructions to keep safe.</li> <li>Arch their back up and dip their back down.</li> <li>Adapt yoga poses, with guidance.</li> <li>Flow from one yoga pose to another.</li> <li>Balance, using support.</li> <li>Use and link yoga poses together; demonstrate the correct form for a yoga pose.</li> <li>Breathe smoothly while standing still and in poses.</li> <li>Repeat the yoga sequence with minimal support.</li> <li>Balance on one leg.</li> <li>Create a short sequence of yoga poses.</li> <li>Demonstrate a yoga pose to the class.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Stretch their body up smoothly and with coordination.</li> <li>Move between poses smoothly, while keeping balanced.</li> <li>Arch their back up, and dip their back down, smoothly and maintaining balance.</li> <li>Repeat a yoga sequence unaided</li> <li>Perform a full range of yoga movements smoothly.</li> <li>Adapt yoga poses for themselves and others.</li> <li>Transition between poses easily and fluidly.</li> <li>Balance on one leg confidently.</li> <li>Create a flowing sequence of yoga poses.</li> <li>Explain and demonstrate movements to lead a yoga pose.</li> <li>Breathe smoothly while transitioning between poses.</li> </ul>	<p>Agility</p> <p>Arch</p> <p>All fours</p> <p>Breathing</p> <p>Control</p> <p>Coordination</p> <p>Dip</p> <p>Spine</p> <p>Mat</p> <p>Mediation</p> <p>Soft knees</p> <p>Soft arms</p> <p>Strengthen</p> <p>Stretch</p> <p>Flexibility</p> <p>Flow</p> <p>Good posture</p>
	Spring 2	<p><b>Games</b></p> <p><b>'Attacking and Defending'</b></p>	<p><b>Attacking and Defending National Curriculum Links:</b></p>	<p>This 'Attacking and Defending' unit will teach children about the skills players need in different team games.</p> <ul style="list-style-type: none"> <li>Using Space</li> <li>Marking Defenders</li> </ul>	<p>defender</p> <p>attacker</p> <p>skills</p> <p>points</p>



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Y1 and Y2	Summer 1	Twinkl Move Y2 Unit	<p>Participate in team games, developing simple tactics for attacking and defending</p> <ul style="list-style-type: none"> <li>• Dynamic Defenders</li> <li>• Perfect Passing</li> <li>• Dodging Defenders</li> <li>• Using Your Skills</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Identify useful spaces for passing and receiving a ball</li> <li>• Defend a goal or space</li> <li>• Indicate their intentions to their teammates</li> <li>• Attempt to evade defenders</li> <li>• Identify strengths and areas in which they could improve.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use space effectively and intentionally to pass and receive a ball</li> <li>• Use both attacking and defending skills at the same time during a team Game</li> <li>• Mark a player by staying close to them</li> <li>• Attempt to intercept a ball between other players</li> <li>• Use eye contact to indicate their intentions to their teammates</li> <li>• Evade defenders by quickly changing direction.</li> <li>•</li> </ul>	<p>score mark dodge space pass goal defending attacking</p>
		Gymnastics  'Traditional Tales' Twinkl Move, Y1 Unit	<p><b>National Curriculum Links:</b> - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Show a star, straight and tuck shape with their body and hold it still.</li> <li>• Choose two contrasting balances with support and perform them.</li> <li>• Copy the movements of others to travel and balance in different ways.</li> <li>• Create a simple sequence with support, repeating movements if necessary; perform a log or egg roll with some control.</li> <li>• Perform a straight jump and land safely.</li> <li>• Follow a structure to perform a simple sequence.</li> <li>• Watch a partner's sequence and give one example of a movement that they saw.</li> <li>• Perform a front support and hold their body in this position for a few seconds.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Adapt star, straight and tuck shapes to create balances showing some control.</li> </ul>

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				<ul style="list-style-type: none"> <li>Choose and perform two contrasting balances showing some control.</li> <li>Travel and balance in different ways, showing changes in speed and direction.</li> <li>Create a sequence using a range of controlled balances and different ways of travelling.</li> <li>Maintain a clear body shape when performing a log and egg roll.</li> <li>Perform a controlled straight jump on the floor, landing safely.</li> <li>Create their own sequence using a variety of rolls and balances.</li> <li>Watch and describe a partner's sequence using prompt questions.</li> <li>Perform a front support wheelbarrow and support their partner in this position.</li> <li>Identify examples of quality balances and controlled rolls in a sequence that they have watched and identify some skills needed for effective teamwork.</li> <li></li> </ul>	<p>jump leap bunny hop straight jump stretch star tuck straight</p>
<b>Y1 and Y2</b>	<b>Summer 2</b>	<p><b>Games skills</b></p> <p><b>'Invasion games'</b> <b>Twinkl Move</b> <b>Y1 Unit</b></p>	<p><b>National Curriculum:</b></p> <p>Pupils should be able to engage in competitive and cooperative physical activities, in a range of increasingly challenging situations</p> <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Begin to recognise how the body feels during and after physical activity.</li> <li>Begin to use the terms attacking and defending.</li> <li>Throw and catch a ball with a partner using different techniques.</li> <li>Kick a ball whilst moving.</li> <li>Pass a ball in different ways.</li> <li>Begin to use throwing, catching and Kicking skills in a game with some success.</li> <li>Use at least one technique to attack, such as dodging to play a game with some success.</li> <li>Use at least one technique to defend, such as marking to play a game with some success.</li> <li>Begin to choose and use the best space in a game.</li> <li>Perform learnt skills with some control.</li> <li>Understand the importance of rules and follow them in simple games.</li> <li>Begin to work as part of a team.</li> </ul> <p><b>Year 2</b></p>	<p>Invasion game, attacking attack attacker defending defend defender teamwork rules possession marking dodging passing moving intercept opposition aim core goal target protect underarm overarm</p>



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				<ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after physical activity.</li> <li>Begin to use and understand the terms attacking and defending.</li> <li>Throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game.</li> <li>Kick a ball, using the correct technique whilst moving, with some control and fluency.</li> <li>Pass a ball in different ways, using the correct technique, with some control and accuracy.</li> <li>Use throwing, catching and kicking skills in a game with increasing confidence and success.</li> <li>Begin to apply a range of attacking and defending skills in a game successfully, including dodging and marking;</li> <li>Increasingly choose and use the best space in a game, including passing to a player who is in space.</li> <li>Perform learnt skills with increasing control.</li> <li>Follow rules to play different games and understand the importance of having them.</li> <li>How good teamwork is in competitive situations.</li> </ul>	space swerving technique denying space zone position opposition dribbling
Y3 and Y4	Autumn 1	<b>Athletics</b> <b>Twinkl Move PE</b> <b>Y3 Unit</b>	<b>Athletics</b> <b>National Curriculum:</b> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>To develop flexibility, strength, technique, control and balance.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate</li> </ul>	Practise existing running, jumping and throwing skills  Improve my running technique for sprinting including the sprint finish  Practise relay running  Jump for distance  Learn the pull throw technique  Refine my running, jumping and throwing skills.	Run Jump Throw Competitive Relay Sprint Technique Teamwork Movement Improve React Stimuli Partner Pattern



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			improvement to achieve their personal best.		
Y3 and Y4	Autumn 2	<b>Gymnastics 'Movement'</b> <b>Twinkl Move PE</b> <b>Y3 Unit</b>	<b>Can I perform gymnastics?</b>  <b>National Curriculum:</b> -Develop flexibility, strength, technique, control and balance  -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Perform a range of jumps accurately.  Accurately perform a forward roll from standing and a tucked backward roll.  Perform a squat on vault accurately.  Perform a lunge into handstand and a cartwheel accurately.  Link movements together by performing a chassis step, straight jump half-turn and cat leap  Create and perform a gymnastics sequence with a partner.	Running Jumping Roll Tucked Squat Vault Lunge Handstand Link movements
	Spring 1 & 2	<b>Swimming &amp; Water Safety</b>	<b>Swimming</b>  <b>National Curriculum:</b> Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  Perform safe self-rescue in different water-based situations		



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	Summer 1	<p><b>Dance</b></p> <p><b>'Water'</b> <b>Twinkl Move PE</b> <b>Y4 Unit</b></p>	<p><b>National Curriculum Links:</b> To develop flexibility, strength, technique, control and balance.</p> <p>To perform dances using a range of movement patterns.</p>	<p>I can improvise and create movements with a partner.</p> <p>I can design a dance phrase</p> <p>I can link and combine movements</p> <p>I can create and perform imaginative movements to fit with different stimuli.</p> <p>I can demonstrate a range of dance techniques, such as unison, canon, repetition etc.</p> <p>I can work with a partner to create and perform a dance to show feelings and emotions.</p>	<p>Movement Improvise React Stimuli Partner Pattern Flexible Unison Canon repetition</p>
	Summer 2	<p><b>Games</b></p> <p><b>Tag Rugby</b> <b>Twinkl Move PE</b> <b>Y4 Unit</b></p>	<p><b>National Curriculum:</b> -To use running, jumping, throwing &amp; catching in isolation and in combination</p> <p>-Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>To apply the basic principles of invasion games.</p> <p>To move with the ball.</p> <p>To use a range of techniques to pass the ball with some accuracy</p> <p>To understand the basic principles of attacking and defending in invasion games.</p>	<p>Invasion Attack Defend Move Dodge Pass Throw Intercepting</p>
Year 5 & 6	AUTUMN 1 & AUTUMN 2	<p><b>Swimming &amp; Water Safety</b></p>	<p><b>Swimming</b></p> <p><b>National Curriculum Link:</b> Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <ul style="list-style-type: none"> <li>I can perform safe self-rescue in different water-based situations</li> </ul>	<p>Front Crawl Back Stroke Breast Stroke Butterfly Stroke Streamline Water safety confidence</p>





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			perform safe self-rescue in different water-based situations.		
<b>AUTUMN 2</b>	<b>Gymnastics</b>  <b>'Movement'</b> <b>Twinkl Move PE</b> <b>Y5 Unit</b>	<b>National Curriculum Link:</b>  -Develop flexibility, strength, technique, control and balance  -Compare their performances with previous ones and demonstrate improvement to achieve their personal best	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, control and balance to perform varying jumps and turns.</li> <li>• Perform a range of rolls</li> <li>• Perform different vaults</li> <li>• Perform cartwheels and round offs</li> <li>• To perform a series of similar movements in quick succession, linked together to form a sequence.</li> <li>• Work in groups to choreograph movements</li> </ul>	<ul style="list-style-type: none"> <li>Take off</li> <li>Control</li> <li>Land</li> <li>Flexibility</li> <li>Balance</li> <li>Dive,</li> <li>forward backward roll,</li> <li>pike</li> <li>roll,</li> <li>standing pike,</li> <li>plank.</li> <li>straddle</li> <li>hurdle step</li> <li>lunge</li> <li>sequence</li> </ul>	
<b>SPRING 1</b>	<b>Dance</b> <b>'Eco Dance'</b> <b>Twinkl Move PE</b> <b>Y6 Unit</b>	<b>National Curriculum Link:</b> <ul style="list-style-type: none"> <li>• Perform dances using a range of movement patterns</li> <li>• Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</li> <li>• They should enjoy communicating, collaborating and</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Perform dance movements in unison and canon.</li> <li>• Design movement phrases to represent rivers and seas.</li> <li>• Use different methods of travelling in my routine.</li> <li>• Create a movement phrase performed on different levels.</li> <li>• Perform a short dance phrase with expression.</li> </ul> <p>Use a range of dance techniques to create a movement sequence</p>	<ul style="list-style-type: none"> <li>Canon</li> <li>Combine</li> <li>Dynamics</li> <li>Expression</li> <li>Improvisation</li> <li>Isolation</li> <li>Levels</li> <li>Link</li> <li>Movement phases</li> <li>Motif</li> <li>Repetition</li> <li>Speed</li> <li>Solo</li> <li>Stimuli</li> <li>Tempo</li> <li>Travel</li> <li>Unison</li> </ul>	



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			competing with each other.		
<b>SPRING 2</b>	<p><b>Games</b></p> <p><b>Kwik Cricket</b></p>	<p><b>National Curriculum Link:</b></p> <ul style="list-style-type: none"> <li>engage in competitive sports and activities</li> <li>use running, jumping, throwing and catching</li> <li>play competitive games</li> </ul>	<p><b>Games</b></p> <p><b>Kwik Cricket</b></p> <ul style="list-style-type: none"> <li>I can react quickly at catch balls thrown at different angles and heights.</li> <li>I can attack the ball using effective fielding techniques</li> <li>I can throw the ball accurately over a large distance</li> <li>I can strike a bowled ball over a large distance into space</li> <li>I can bowl overarm</li> </ul>	<p>Accuracy</p> <p>Attacking the ball</p> <p>Batting</p> <p>Bowler</p> <p>Catching</p> <p>Co-operation</p> <p>Fielding</p> <p>Fielder</p> <p>Hand-eye co-ordination</p> <p>Long barrier technique</p> <p>Opposition</p> <p>Overarm bowling</p> <p>Overarm throwing</p> <p>Rolling</p> <p>Striking</p> <p>Stopping</p> <p>Target</p> <p>Teammate</p>	
<b>SUMMER 1</b>	<p><b>Games – Rounders &amp; cricket</b></p> <p><b>'Striking &amp; Fielding'</b></p> <p><b>Twinkl Move PE Y6 Unit</b></p>	<p><b>National Curriculum Link:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles for attacking &amp; defending</li> </ul>	<ul style="list-style-type: none"> <li>Use different techniques to hit a ball.</li> <li>Use good hand to eye coordination to be able to direct a ball when striking or hitting.</li> <li>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</li> </ul>	<p>Stance</p> <p>The crease or batting point</p> <p>Non-striker</p> <p>Leg-side</p> <p>Offside</p> <p>Home base</p> <p>Pitch</p> <p>Bowl</p> <p>Over</p> <p>Innings</p>	



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<b>SUMMER 2</b>	<b>SUMMER 2</b>	<b>Athletics</b> <b>Twinkl Move PE</b> <b>Y6 Unit</b>	<b>National Curriculum Links:</b> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance</li> <li>• I can use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Practise and refine existing running, jumping and throwing skills.</li> <li>• Use an effective technique for sprinting including the sprint start.</li> <li>• Sustain my running pace over longer distances</li> <li>• Practise jumping for height.</li> <li>• Learn the fling throw technique.</li> <li>• Use a variety of throwing techniques.</li> </ul>	Agility Coordination Discipline Endurance Field Event Jumping Speed Sprint Strength Throwing Track Event
<b>CYCLE B</b>					
<b>YEAR 1 &amp; 2</b>	<b>AUTUMN 1</b>	<b>Gymnastics</b> <b>'Animals'</b> <b>Twinkl Move PE</b> <b>Y1 Unit</b>	<b>National Curriculum Links:</b> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities in the context of 'identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	<b>Year 1</b> <ul style="list-style-type: none"> <li>• Say how their body feels before, after and during exercise</li> <li>• Jump from two feet to two feet</li> <li>• Jump down from equipment</li> <li>• Say what they like about their partner's movements</li> <li>• Change speed from fast to slow.</li> <li>• Move high and low</li> <li>• Jump into a wide, thin or curled shape</li> <li>• Roll in a curled or long, thin shape</li> <li>• Perform a movement sequence by linking actions with a movement to form a sequence.</li> <li>• Can perform a log roll, curled roll and teddy bear roll controlled.</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>• Suggest ways to warm up and cool down before and after exercise</li> <li>• Jump onto equipment</li> <li>• Suggest how they could improve their movements</li> <li>• Move at varying speeds changing direction</li> <li>• Move at high, low and medium levels</li> <li>• Make contrasting movements</li> <li>• Do a teddy bear roll?</li> </ul>	Apparatus Space Move Jump High Low Shape Speed Wide Thin Curled Sequence Roll Equipment Mat Bench Bounce Jump Bunny hop Hip Agility Gallop Skip



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				<ul style="list-style-type: none"> <li>Remember and perform a movement sequence in reverse</li> <li>Move with flow.</li> <li>Can perform a log roll, curled roll and teddy bear roll, rocking forward roll, and crouched forward roll controlled.</li> </ul>	Tiptoe Hopscotch Lemur Kangaroo Tuck jump Jumping jacks Sequences Log roll Egg roll Curled sideways roll Teddy bear roll
AUTUMN 2	Circuit Training - Twinkl Move PE Y1 Unit	<b>National Curriculum Links:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>Year 1</b> <ul style="list-style-type: none"> <li>Change the direction of their movements</li> <li>Identify an activity they are good at</li> <li>Perform more than one type of jump correctly</li> <li>Answer some questions about how they feel after exercise</li> <li>Perform an underarm throw towards a target</li> <li>Identify similarities between their own performance and that of someone else</li> <li>Combine skills within an activity which has been slightly modified</li> <li>Identify which skills are needed for a particular activity with support</li> <li>Complete activities modelled to them by a partner</li> <li>Identify their highest and lowest scores</li> <li>Tell a partner what they are doing well in their performance</li> <li>Talk about their scorecard with support.</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>Use a pivot movement to change direction (MA with a controlled pivot movement to change direction quickly)</li> <li>Identify which activities they need to improve</li> <li>Perform different types of jumps with control and use more than one type of jump in an activity</li> <li>Explain how they feel after exercise</li> <li>Show some control and accuracy when rolling a ball and aiming for a target</li> <li>Identify similarities and differences between their own performance and that of someone else</li> </ul>	Travel Circuit Leap Pivot Direction Control Training Score Heart Breathing Jumping Exercise Accuracy Compare Watch Describe Grip Roll Throw Target Step-up Star jump Quoit Balance Combine Skills Scorecard Column	



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				<ul style="list-style-type: none"> <li>Combine skills within an activity</li> <li>Identify which skills are needed for a particular activity</li> <li>Complete activities independently and record their scores</li> <li>Suggest some ways that a partner can improve their performance</li> <li>Identify improvements shown on the scorecard</li> </ul>	Activities Independently Improve Evaluate
	SPRING 1	<b>Multi Skills</b>  <b>'Running &amp; Jumping'</b> <b>Twinkl Move PE</b> <b>Unir</b> <b>Y1 Unit</b>	<b>National Curriculum Links:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  <b>Questions to support learning:</b> <ul style="list-style-type: none"> <li>Can we move in different ways?               <ul style="list-style-type: none"> <li>Changing Gears</li> <li>Changing Routes</li> <li>Kangaroos</li> <li>Jumping frogs</li> <li>Island Jumping</li> <li>Shadow jumping</li> </ul> </li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Begin to run at different speeds</li> <li>Move along some basic pathways, for example move in a straight or curved line</li> <li>Begin to use the correct technique for jumping as high and as far as they can</li> <li>Explore different types of jumps and land safely</li> <li>make a simple sequence of jumps.</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>Run at different speeds, recognising the difference between walking, jogging and sprinting</li> <li>Move along a wide range of different pathways</li> <li>Jump as high and as far as possible using correct technique</li> <li>Use different ways of jumping and land safely with control</li> </ul> Create a sequence of jumps and show it to a partner.	Run Jog Walk Sprint Faster Slower Quicker Pathway Direction Straight Curved Zigzag Jump for distance Diagonal Long jump Triple jump Landing safely Flight Hop Take off Spring Leap
	SUMMER 1	<b>Gymnastics</b> <b>'Under the Sea'</b> <b>Twinkl Move PE</b> <b>Y2 Unit</b>		<b>Year 1</b> <ul style="list-style-type: none"> <li>say what is good about a partner's performance;</li> <li>match the actions of their partner and copy a paired balance correctly;</li> <li>perform a paired balance on a piece of apparatus;</li> <li>demonstrate at least one type of roll correctly;</li> <li>show some control when they are rolling;</li> <li>perform at least one type of jump correctly, showing a clear body shape in the air;</li> <li>jump off apparatus with support and land safely;</li> </ul>	Balances Partner balances Rolling Jumping Building sequences Control Technique Apparatus Agility Coordination



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				<ul style="list-style-type: none"> <li>• copy, remember and perform three different movements to make a sequence;</li> <li>• describe a sequence and say what is good about it;</li> <li>• work with a partner to copy, remember and perform three different movements to make a matching sequence;</li> <li>• show some control when performing simple balances, jumps and rolls.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• create their own shapes on a range of body parts and hold balances still;</li> <li>• identify which part of a performance may need to be improved;</li> <li>• work with a partner to create their own matching balance;</li> <li>• perform paired balances on different pieces of equipment;</li> <li>• demonstrate three different types of roll correctly, including a curled side roll;</li> <li>• show control when performing log, teddy bear and curled side rolls;</li> <li>• perform at least two types of jump correctly, showing a clear body shape in the air;</li> <li>• jump off apparatus independently and land safely;</li> <li>• Can compose, remember and perform their own sequence containing at least one roll, balance and jump;</li> <li>• describe what is good about a sequence and identify an area for improvement;</li> <li>• work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump; • show good control when performing balances, jumps and rolls, and link movements together to make a sequence flow.</li> </ul>	
SUMMER 2		<p>Games skills 'Bat and Ball' Twinkl Move PE</p>	<p><b>National Curriculum Links:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Copy the correct grip for a racket</li> <li>• Balance a beanbag on their racket</li> <li>• Hit a beanbag forwards towards a target</li> <li>• Show some control when hitting a ball in a modified activity</li> <li>• Watch a partner and give feedback with support</li> <li>• Cooperate with a partner to play a modified target game</li> <li>• Hold a cricket ball correctly when prompted and use it to control a ball along a drawn line</li> <li>• Use a cricket bat to hit a ball towards a target</li> <li>• Use a cricket ball to hit a ball along the ground</li> <li>• Follow instructions to take on different roles within a game</li> <li>• Use a cricket bat to hit a ball that has been rolled to them from a short distance</li> </ul>	<p>Bat Beanbag Cricket Rounders' Tennis Racket Wrap Handle Balance Hit target Control Cooperate Teamwork</p>



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Year 3 & 4			<p>simple tactics for attacking and defending</p> <p><b>Questions to support learning:</b></p> <ul style="list-style-type: none"> <li>• Holding a racket</li> <li>• Strike it!</li> <li>• Game Time!</li> <li>• Cricket Bats</li> <li>• Bat and Ball</li> </ul> <p>Use your skills</p>	<ul style="list-style-type: none"> <li>• Roll a ball accurately over a short distance and stop a rolled ball.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Hold a racket correctly</li> <li>• Balance a beanbag on their racket while walking and throw and catch it a short distance into the air</li> <li>• Hit a beanbag forwards into a target with some control</li> <li>• Use a racket to hit a ball into the air, gradually improving control</li> <li>• Watch a partner and give feedback using prompt questions</li> <li>• Cooperate with a partner and follow rules to play a target game</li> <li>• Hold a cricket bat correctly and use it to control a ball along a line and around cones; Use a cricket bat to hit a ball towards a target with some accuracy</li> <li>• Use a cricket bat to hit a ball that has been rolled to them</li> <li>• Take on different roles within a game and understand their purpose</li> <li>• Use a cricket bat to hit a ball that has been rolled to them, showing control of its path</li> </ul>	<p>Rules</p> <p>Control</p> <p>Wrap</p> <p>Wing</p> <p>Bowler</p> <p>Batter</p> <p>Fielder</p> <p>Runs</p>
	AUTUMN 1	<p><b>Can I perform Gymnastics?</b></p> <p><b>Gymnastics, Twinkl Move PE Y4 Unit</b></p>	<p><b>National Curriculum:</b></p> <p>Develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> <li>• describe the new movements learnt in the unit;</li> <li>• perform recognisable movements, e.g. a forward roll that looks like a forward roll;</li> <li>• describe how their performance has improved over the lesson;</li> <li>• link a series of different movements together to form a short routine;</li> <li>• practise and refine their own movements independently showing awareness of others around them.</li> </ul>	<p>Jumping</p> <p>Leaps</p> <p>Roll</p> <p>Tucked</p> <p>Squat</p> <p>Vault</p> <p>Lunge</p> <p>Handstand</p> <p>Routine</p> <p>Link movements</p>
	Autumn 2	<p><b>Dance</b></p> <p><b>Dance:Romans (History link)</b></p> <p><b>Twinkl Move PE</b></p>	<p><b>National Curriculum:</b></p> <p>Perform dances using a range of movement patterns;</p> <p>Compare their performances with previous ones and</p>	<p>follow instructions to perform actions;</p> <ul style="list-style-type: none"> <li>• perform actions to communicate ideas;</li> <li>• copy an action and explain how it communicates an idea;</li> <li>• put actions together to tell a story;</li> <li>• perform suggested movement phrases to communicate ideas;</li> <li>• perform a number of movement phrases in a longer dance;</li> <li>• perform suggested movement phrases with their group;</li> </ul>	<p>Improvise</p> <p>React</p> <p>Stimuli</p> <p>Partner</p> <p>Pattern</p> <p>Compose</p> <p>Movement phrase</p>



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		<b>Y4 Unit</b>	demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none"> <li>perform a number of movement phrases in unison and canon within a group;</li> <li>show awareness of control when performing;</li> <li>perform suggested movement phrases to communicate ideas;</li> <li>evaluate movement phrases ready for performance</li> </ul>	Unison Canon Perform
	<b>Spring 1 &amp; 2</b>	<b>Swimming &amp; Water Safety</b>	<p><b>Swimming</b></p> <p><b>National Curriculum:</b> Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>		
	<b>Summer 1</b>	<p><b>Invasion Games</b></p> <p><b>Invasion Games:Football Twinkl Move PE Y3 Unit</b></p>	<p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<p>Demonstrate ball control skills with some control and success</p> <p>Use elements of the correct technique for dribbling with a football</p> <p>Stop the ball after dribbling with it</p> <p>Use elements of the correct technique for passing with a football</p> <p>Use elements of the correct technique for receiving with a football</p> <p>Combine dribbling and passing with some success</p> <p>To understand the importance of football on fitness and contributing to a healthy lifestyle</p>	<p>Dribble</p> <p>Pass</p> <p>Receive</p> <p>Goal</p> <p>Turn</p> <p>Control</p> <p>Cushion</p>
	<b>Summer 2</b>	<p><b>Athletics</b></p> <p><b>Outdoor:Athletics Twinkl Move PE</b></p>	<p><b>Athletics</b></p> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing</li> </ul>	<p>Practise existing running, jumping and throwing skills</p> <p>Improve my running technique for sprinting including the sprint finish</p>	<p>Run</p> <p>Jump</p> <p>Throw</p> <p>Competitive</p>





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YEAR 5 & 6		<b>Y3 Athletics Unit</b>	<p>and catching in isolation and in combination</p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<p>Practise relay running.</p> <p>Jump for distance.</p> <p>Learn the pull throw technique</p> <p>Refine my running, jumping and throwing skills.</p>	<p>Relay</p> <p>Sprint</p> <p>Technique</p> <p>Teamwork</p> <p>Movement</p> <p>Improvise</p> <p>React</p> <p>Stimuli</p> <p>Partner</p> <p>Pattern</p>
	Autumn 1 & 2	<b>Swimming</b>	<p><b>Swimming National Curriculum Link:</b></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations.</p> <p>-</p>	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>I can perform safe self-rescue in different water-based situations</p>	<p>Front Crawl</p> <p>Back Stroke</p> <p>Breast Stroke</p> <p>Butterfly Stroke</p> <p>Streamline</p> <p>Water safety</p> <p>confidence</p>
	Spring 1	<b>Gymnastics (Shape &amp; Balance)</b>	<p><b>National Curriculum Link:</b></p> <p>Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Take off and land with control.</li> <li>• Use core and arm strength to perform rolls with control.</li> <li>• Rebound off a springboard to create height.</li> <li>• Perform a hurdle step.</li> <li>• Choose appropriate linking actions to form a sequence and to tell a story.</li> <li>• Work collaboratively in a group to perform.</li> </ul>	<p>Take-off</p> <p>Land</p> <p>Flexibility</p> <p>Dive</p> <p>Pike</p> <p>Vault</p> <p>Springboard</p> <p>Hurdle</p> <p>Straddle</p> <p>Lunge</p>



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					Round-off Sequence Choreograph Evaluate improve
<b>Spring 2</b>	<b>Invasion Games – Basketball</b>  <b>Basketball Twinkl Move Y5 Unit</b>	<b>National Curriculum Link:</b> <ul style="list-style-type: none"> <li>Engage in competitive sports and activities.</li> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>dribble with the ball using some elements of the correct technique;</li> <li>occasionally look up when dribbling with the ball;</li> <li>use elements of the correct technique to pass the ball over a range of distances;</li> <li>sometimes combine dribbling and passing at a walking pace;</li> <li>sometimes move around the court using an effective technique without a ball but find it more challenging when a ball is introduced;</li> <li>know the rules for pivoting and sometimes perform this skill, using the correct footwork;</li> <li>occasionally combine more than one skill, such as dribbling and pivoting, at a walking pace;</li> <li>use at least one technique while dribbling to protect the ball from a defender to keep possession;</li> <li>know what to do when an opposition player is in possession of the ball and sometimes adopt elements of the defensive stance when marking;</li> <li>know how to man-to-man mark and sometimes do this with success;</li> <li>attempt to get free from a defender, sometimes with success;</li> <li>understand and sometimes use attacking and defending skills and tactics to contribute towards the success of their team;</li> <li>understand what being part of a team involves;</li> <li>evaluate their own performance, with support.</li> </ul>		
<b>Summer 1</b>	<b>Athletics</b>  <b>Athletics Unit Twinkl Move Y5 Unit</b>	<b>National Curriculum Link:</b> <ul style="list-style-type: none"> <li>I can develop flexibility, strength, technique, control and balance.</li> <li>I can use running, jumping, throwing and catching in isolation and in combinations</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Practise and refine existing running, jumping and throwing skills.</li> <li>Use an effective technique for sprinting including the sprint start.</li> <li>Develop stamina for endurance running</li> <li>Sustain my running pace over longer distances</li> <li>Practise jumping for height.</li> <li>Learn the fling throw technique.</li> <li>Use a variety of throwing techniques.</li> </ul>		Agility Coordination Discipline Endurance Field Event Jumping Speed Sprint Strength Throwing Track Event



## PE Long Term Plan Cycles A and B

		<b>Dance</b>  <b>Dance:Electricity (Science Link) Twinkl Move Y6 Unit</b>	<b>National Curriculum Link:</b> <ul style="list-style-type: none"><li>• Perform dances using a range of movement patterns</li></ul>	<ul style="list-style-type: none"><li>• Use the skill of improvisation responding to stimuli</li><li>• Begin to adapt their movements</li><li>• Combine and link a number of small movement phrases</li><li>• Understand the importance of warming up</li><li>• Begin to identify the strengths and areas in which they could improve</li><li>• Demonstrate a range of dance techniques such as tempo, isolation, repetition.</li></ul>	Movement patterns Phrases Repetition Tempo Isolation Canon Improvise Strength Control Coordinate Performance
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